

AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XIV.

ST. LOUIS, APRIL, 1881.

No. 4.

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City of St. Louis.

From the Report of Committee on Course of Study.

"Your Committee being of the opinion that in the matter of durable binding, gradation, completeness, and especially in its features of review lessons, the revised edition of McGuffey's Series of Readers is much superior, recommend to the Board the introduction of McGuffey's Revised Readers in place of the old series now in use, on the terms contained in the proposition of the publishers."

JAMES P. MAGINN,
WM. BOUTON,
JOHN J. McCANN,
EDW. HUMMILL,
JOHN GILWEE.

Of the Committee on Course of Study.

At a Special Meeting of the Board of Education of the City of St. Louis, held Tuesday, August 24th, the above report of the Committee on Course of Study was accepted, and McGuffey's Revised Readers adopted for the St. Louis Public Schools by a vote of 18 to 6.

City of Cincinnati.

From Report of Text-Book Committee.

"We believe that the Revised Series of McGuffey's Readers are the best adapted to the requirements of the schools.

"The demand for fresh reading-matter is fully and well supplied, while there are many advantages gained by the retention of the same plan and gradation which have always heretofore proved so well adapted to our course of study.

All other series presented have the fatal defect of consisting of only five books, and not sufficient reading matter. Our course of study requires six books and the full amount of reading matter contained in McGuffey's Series.

We therefore recommend the substitution of McGuffey's Revised Readers for the series in use; and that the proposition of the publishers, herewith submitted, for supplying the same, be accepted.

W. H. MORGAN, Chairman, E. C. WILLIAMS,
SAMUEL BAILEY, Jr., W. B. MORROW.
Of Committee on Course of Study and Text-books.
June 28, 1880.

The report of the Committee was accepted, and McGuffey's Revised Readers adopted by a vote of 28 to 1.

City of San Francisco.

DEPARTMENT OF PUBLIC SCHOOLS,
SAN FRANCISCO, CAL., May 12, 1880.

At a meeting of the Board of Education, held on the 3d inst., a proposition was received from Messrs. Van Antwerp, Bragg & Co., offering McGuffey's Readers for use in the public schools of this city.

After propositions were read from other publishers for Readers and other books, Director Wadham offered the following resolution:

Resolved, That the contract for Readers be awarded to Van Antwerp, Bragg & Co. of Cincinnati, on the terms of their proposition, and that McGuffey's Revised Readers be and the same are hereby adopted for use in the public schools of the city and county of San Francisco, for the next four years, commencing July 1st, 1880.

[Signed] GEORGE BEANSTON, Secretary.

The above resolution was adopted, and McGuffey's Revised Readers are now in exclusive use in the public schools of San Francisco.

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Sandusky,	Paris, Ky.,	Shelbyville, Tenn.,	Lexington, Ky.,	Portsmouth, O.,	Whitesville, Mo.,	Buffalo, Mo.,	Wooster, O.,
Oskaloosa,	Iowa City,	South Bend, Ind.,	Dayton, O.,	Valparaiso, Ind.,	Ashtabula, O.,	St. Charles, Mo.,	Dublin, Ind.,
Chillicothe, O.,	Savannah, Mo.,	Carbondale, Ill.,	Richmond, Ind.,	Atlantic, Ia.,	Xenia, O.,	Danville, Ky.,	Franklin, Ind.,
Greenville, Mich.,	Bucyrus, O.,	Litchfield, Ill.,	Concordia, Kan.,	Seymour, Ind.,	St. James, N. Y.,	Owingsville, Ky.,	Mound City, Mo.,
Mexico, Mo.,	Massillon, O.,	Labette, Kan.,	Cynthiana, Ky.,	Americus, Ga.,	Sullivan, Ind.,	Manchester, Tenn.,	Princeton, Mo.,
Newport, Ky.,	Carrollton, Ga.,	Gambier, O.,	Corning, Ia.,	Byhalia, Miss.,	Clinton, Ill.,	Lacon, Ill.,	Carlisle, Ky.,
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Antrim, N. H.,	Zanesville, O.,	Remington, Ind.,	Wadsworth, O.,	Essex, Ia.,	Columbus, Kan.,	Clay City, Ill.,	Cynthiana, Ky.,
Wilmington, Ill.,	Carroll City, Ia.,	Effingham, Kan.,	Eaton, O.,	Oberlin, Kan.,	Essex, Ind.,	Paola, Kan.,	Salem, Ill.,
Los Angeles, Cal.,	Georgetown, Ky.,	Steubenville, O.,	Connersville, Ind.,	Findlay, O.,	Columbiana, O.,	Wauseon, O.,	Columbia, Ill.,
Urbana, Ill.,	Frederickton, Mo.,	Middleton, Mass.,	Cuthbert, Ga.,	Troy, O.,	Galion, O.,	Washington CH. O.	Astoria, Ill.,
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ST. LOUIS, APRIL, 1881.

J. B. MERWIN, Managing Editor.
HON. E. D. SHANNON, }
PROF. J. BALDWIN, } Associate Editors.
PROF. G. L. OSBORNE, }
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ble for any views or opinions expres-
sed in the communications of our cor-
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sponsible for such articles as appear
over their own signatures or initials.

Suppose a few hours had been used
to secure the names of all the tax-
payers in the nine thousand school
districts of Missouri, to the petition
sent out to have the school term made

by law six months instead of four.
Suppose this work had been done,
and each teacher had gained by it
the two months' extra wages, say \$40
per month, or \$80, would it not have
been a good investment of time?

We think so. The school term in
all the States should be made by law
six months.

Our teachers can easily work this
up so as to secure such an amend-
ment, by proper effort, by the time
the Legislature again convenes.

THE meeting of the Missouri State
Teachers' Association will be held at
Sweet Springs, the last week in June.

The President, Prof. L. Soldan, is
hard at work to make it a large, in-
teresting and profitable meeting. He
has already secured a good list of
able and practical papers. He has
the promise of reduced rates of fare
on the Missouri Pacific Railway, and
expects to secure it on other lines
also.

Would it not be wise to spend a
part of the time at our teachers' con-
ventions and institutes in discussing
the provisions of the school law, and
try to inaugurate measures to remedy
its defects, rather than so much of
the time in discussing what part of
speech "the" is?

Our terms of school are too short
to properly educate the people. The
"estimates" made are insufficient to
properly and promptly pay the teach-
ers; and during the long vacations
pupils lose almost as much as they
gain while in school.

Provision should be made in all the
school laws to have six months of
school as the minimum, and ten or
eleven months as a maximum.

In some places in this State the
schools are in session eleven months
of the year. The public fund is sup-
plemented by private subscription,
something like the Lonoke, Arkansas,

plan, mentioned in our last issue by
Hon. J. L. Denton, State Supt.

Our Teachers' Institutes would do
well to look up and discuss this.

Those teachers who set themselves
and their older pupils at work to se-
cure the names of the tax-payers to
a petition to have the term of school
made six months instead of four, by
the Legislature, write us that they
found no difficulty in securing the
names; that it caused some discus-
sion and agitation of the benefits
to be derived from a six months term
of school over a four months term;
which agitation and discussion has
of itself done great good, and the
result will be that a six months term
will be voted, and "estimates" made
to cover the expense.

What an immense gain to the State
and to the teachers, if all of the nine
thousand had secured and sent in
these petitions.

ALL RIGHT.

LET the fierce light of public scru-
tiny beat upon the public school
and the teachers, too.

Five days in the week, punctually,
they call the scores, and hundreds,
and thousands and tens of thousands
of children to study.

They teach them to read, to write;
teach geography, history, mathemat-
ics, grammar; teach punctuality, obe-
dience, politeness, attention; teach
them how to live with, work with,
and work for others; teach them
truthfulness, honor, integrity; teach
all those fundamental and all-import-
ant elements of character which in-
sure harmony and success in the fu-
ture. Six hours a day for five days
in the week, rain or shine, sick or
well, they are on duty at this work.

Contrast this steady, persistent,
faithful labor, with the work of the
"society" man or woman! Contrast
it with the work of those who find
fault and criticize!

Contrast it with the flippant, unre-
liable, ephemeral work done by such
a shallow charlatan as Richard Grant
White, for instance; and see how the
latter "kicks the beam" when weigh-
ed against this steady, self-poised,
continuous, conscientious, quiet work
done in ten thousand school rooms in
the land, from the opening to the
closing of the sessions.

There is no glare, or noise, or show
—but inlaid in the very being, and
growth and texture of their life, there
is grace and purity and honor and in-
telligence developed, which grows
apace and ripens into the noblest
types of manhood and womanhood.

Yes, let the fierce light beat upon
this work, and it glows with beauty
and promise, and power to save the
Nation, and make us one harmoni-
ous, law-abiding, great people!

THE "Illinois Official" will, as it
should, attract the attention of teach-
ers in all parts of the country. A
State Certificate in Illinois to-day
means something. It ought to mean
more than it now does in every State.
It will pay to read carefully the "Ill-
inois Official," on page 13.

OUR city schools are a power, be-
cause there is seldom any change in
the teaching force.

The system is so well organized
that it takes pupils right along on,
and right along up. One study fits
the pupil for the next, and he is so
thoroughly and systematically taught
that he is prepared to go on, and thus
become a help to himself and others.
Let us see to it that no ground gain-
ed, is lost by an unwise change of
teachers.

THE school law provides for a four
months school, and estimates should
be made to cover that period; and
by a vote, the term can now be in-
creased to six months.

It ought to be done.

FROEBEL'S SYSTEM. ✓

GRADUATED from a kindergarten, a child rejoices in an individual self-poise and power which makes his own skill and judgment important factors of his future progress.

He is not like every other child who has been in his class; he is himself. His own genius, whatever it may be, has had room for growth, and encouragement to express itself. He therefore sees some object in his study, some purpose in his effort.

Everything in his course has been illuminated by the same informing thought; and, therefore, with the attraction that must spring up in the young mind from the use of material objects in his work, instead of a weariness, his way has been marked at every step by a buoyant happiness and an eager interest.

Any system that produces such results is educationally a good system. But when you add that all this has been done so naturally and so judiciously that the child has derived as much physical as mental advantage, and an equally wholesome moral development, who can deny that it is superior to any other yet devised or used, and that, as such, it is the inalienable birthright of every child to be given the advantages of its training?

Froebel studied the child. He said, God will indicate to us in the native instincts of His creature the best method for its development and governance.

He watched the child at its play, and at its work.

He saw that it was open to impressions from every direction; that its energies were manifested by unceasing curiosity and unceasing restlessness; that, if left to itself, the impossibility of reaching any satisfactory conclusions in its researches, little by little stifled its interest; the eager desire to explore deeply the world of ideas and objects before him passed into a superficial observation, heeding little and sure of nothing.

He saw that the law which made it flit from object to object in this unceasing motion was a law of development implanted by God, and, therefore, good; but that, unless it were directed and given aim and purpose, it became an element of mischief as well.

Then what could be done?

How was the possible angel to be developed, and the possible devil to be defeated?

Froebel said: "If we take God's own way, we must be right; so let us direct into a systematic, but natural course of employment all these tender fancies, these fearless little hands and feet, and these precious

little eager souls; and then we shall work with the Divine love and intelligence, and it with us, and our children shall find the good and avoid the evil."

Then year was added to year of thought and study and practice, until he gave his system to the world in its present completed form.

PREST. J. BALDWIN and his co-laborers have done great and grand things for education in Missouri, but they never inaugurated a measure fraught with greater good to the State, than the petition to the Legislature to have the school law so amended as to embody the following provisions:

1. Six months as the minimum school term.

2. A system of county Normal Institutes.

3. Efficient county supervision.

4. Election of County Commissioners by the boards of the several school districts of the county.

It ought to have been done.

A NOBLE PLEA.

REV. DR. ELIOT, Chancellor of Washington University of St. Louis, in an address delivered before the Missouri State Teachers' Association on "Woman's Work and Education in America," made the following eloquent plea for a broader, fuller culture for woman. He said:

"That 'Great West' which we so confidently believe will eventually control the destinies of the whole continent, and thereby give tone to the civilization of the century in which we live.

What kind of civilization shall it be? Coarse, and rude, and sensual, or intellectual, and gentle, and refined? Shall right be made to stand higher than might, or shall brute force and material riches alone be honored? Shall it be a Christian civilization, moral and religious, under the reign of peace and charity, a republic governed by right principles and ideas, or a civilization of luxury and worldly progress alone?

The answer must be on one side or the other, according to the manner in which the questions of my present subject are answered.

Women are by nature better teachers than men. They are more patient with the young, more sympathetic, more hopeful, and have greater facility of imparting all they know. Their moral and religious influence, also, under the American system of education which excludes direct sectarian or theological instruction, is almost sure to be more positive and beneficial; thereby lessening or removing

the dangers incident to the separation of secular and religious schools.

Children reared under the influence of educated, right-minded women are in little danger of losing their reverence for God and his laws, and they will be unconsciously trained, all the time, to higher regard for the virtues and principles on which Christian civilization rests. For their denominational, religious and theological training they must look to their parents, the Sunday school and the church.

If these facts are rightly stated, it is impossible to over-estimate the importance of woman's work in the United States. Upon woman as the educator of the young, not only in the nursery but in the school room, the destinies of our country will depend. Who can exaggerate then the importance of giving her the education indispensable to the right performance of her task?

Who will grudge the expense of securing for her the requisite knowledge and skill and strength of character to enable her to instruct the rising generation in useful knowledge and habits of self-control?

Every dollar so expended will return to the community and to the State an hundred fold.

WHAT SHALL WE STUDY?

IN the discussion of the question, "Shall Latin be Taught in the Public Schools at Public Expense?" at Independence, Iowa, Feb. 21st, 23d and 24th ult., the affirmative argued that it was policy to teach the Latin in order to encourage the pupils to remain in school for a sufficient time to acquire a studious habit.

Experience shows that a large percentage of the pupils of the public schools leave them at the commencement of the so-called grammar grades, unprepared by the instruction they have received, to pursue any course of study or reading, during their leisure hours; when if they had been carefully instructed in the elements of the Latin language during two years of the time they were in school, especial attention being paid to the syntactical rules of that language, and to translating from English into Latin, thus forcing an analysis of their English thoughts, it was claimed they would have acquired a love for the study of language, and the ability to go on and improve themselves in those useful branches of learning, which they are now shut out from by their want of a knowledge of words, and anything like a clear understanding of the language of the authors of their text-books.

The affirmative held that the study of the Latin at the early age referred

to, tended to develop just the faculties of the mind which are most needed in actual practical life.

The study of mathematics taught the pupil to reason from definite and well-ascertained data to definite and certain conclusions, while in actual life nearly every problem is in the realm of probabilities. Nothing is settled, or definite. Our data is the possible and the probable. When we come to the actual we leave it and rush into the world of possibilities.

The translation of thought from one language to another, was asserted to be the best possible exercise to develop just the faculties needed.

It was held that the schools, as now managed, only taught pupils to memorize the words of the author which the board of education had been induced to adopt for exclusive use in the schools, instead of being taught to study the subject independently or distinctively as a subject; hence pupils who are obliged to leave school at the age of twelve or fourteen years, though they may have had four or six years of tuition, are not able to go on with a course of study during their leisure hours, or to make much if any practical use of their attainments, beyond the ability to read the plainest prose and to write very indifferently, if at all legibly, in very poor English.

It was asserted that Latin was the language of law and of reason. The so-called common law (another name for reason or common sense) as well as the main principles of our civil laws, had their birth under the benign influence of that language, and the citizen needed to study Latin in order to become acquainted with the principles and history of law, to know what men have done to prevent, or to punish crime, and why each step was taken in the history of our laws, which is the history of our civilization.

The pupil of the public school is taught at public expense for the sole purpose of preparing him for citizenship. One of the first steps to be taken in making this preparation, is to inculcate feelings of respect for just laws and a reverence of authority, in both of which, our schools, as at present constituted (without Latin) notoriously fail.

If the English language has any "laws of syntax" they are exceedingly difficult to master or understand, and it was held that the safest as well as the quickest method of mastering the English, if that could be done was to study the Latin. The reason given for this conclusion was that the rules of syntax governing the Latin language, like the civil laws that originated under that language, were

of general application, hardly needed changing to adapt them to the use of the student of English, who found himself at sea without chart or compass unless he had a knowledge of some inflected language to guide him. The laws of general grammar were applicable in the construction of English sentences, and it was held that these laws were very largely of Latin origin.

Very much of the argument of the negative was lost to your correspondent by not being able to hear what Supt. Parker said.

The crowded condition of the present course of study, in his opinion, should exclude the Latin.

The time could be spent to better advantage studying English branches and the sciences.

Throughout the entire discussion the attendance was large, all classes of society taking a deep interest in the question.

During the past year the question of foreign languages in the public schools has been discussed in the city papers of Independence, pro and con. Other papers have printed editorials and correspondence on the subject in various parts of Iowa, and the interest seems to be quite general.

REPORTER.

EDUCATION or school training is that necessary part of the grand social organization by which each individual is made the recipient of the labor of the race. Education has this special function to perform in society: it gives each individual the language of the social organization and the common stock of ideas which govern it. It gives man the theoretical tools by which he obtains the mastery over the realms of nature as well as over those of mind, by which he is able to make for himself a place, secure position, and acquire manhood and wealth.

THE accident of birth shall not count against any man in America. Here we approach an absolute nobility, particularly in the West, and every man is waited upon by all the accumulations of the past and pressing requested to show what power of will there is in him. The circumstances all invite him to do the *greatest* deed in his power and receive his wages therefor.

In a new country—not yet developed—he may serve at any work for which he fits himself, from splitting rails in the woods to “running the machine” of civil government.

To know himself, man must feel and know all his relationships; and he learns the sweetness and solemnity of his life only by realizing its connections with nature, with man, and with God.

OTHERS BETTER TRY IT.

Editors American Journal of Education:

EFFINGHAM, Ill., March 20, 1881.

Gentlemen—Your practical, helpful articles, showing our school directors their duty in regard to the estimates and levy of taxes in order to pay better wages, and for giving the teachers more tools to work with, have, in several instances within my own experience, brought back more than ten-fold the cost to myself and other teachers, of circulating a dozen extra copies of the JOURNAL among the tax-payers and patrons of our schools in this county.

I enclose \$4, for which please renew my subscription, and send the JOURNAL for another year to the three names of our directors enclosed.

Now that the price of the JOURNAL is reduced to \$1, it gives teachers everywhere a grand opportunity to send it to the school boards. Let me repeat, it pays to circulate it. I have tried it. Yours, truly, M. B.

Two hours work on the part of the nine thousand teachers in Missouri, with a little aid from the older pupils, would have sent 250,000 names of petitioners to the members of the Legislature for a six months term of school, which petition, from so large a constituency, would have been granted. That would have been a good two hours' work.

HARVARD COLLEGE.

WE call attention to the fact that hereafter examinations for admission to Harvard College, and to the Law School, Medical School, and Scientific School of Harvard University, will be held not only in Cambridge, Mass., the seat of the University, but also and at the same time in Exeter, N. H., New York, Philadelphia, Cincinnati, Chicago, and San Francisco. It is to be hoped that this measure, and others of the same kind, will be effective in causing a large number of young men from other parts of the country than New England to be sent to the Eastern institutions to complete their education.

Apart from the advantages of such a practice to those immediately concerned—the standard of Harvard for admission and for graduation is said to be higher than that of any other institution in the country—it is highly desirable from a more general point of view. Nothing tends more to produce a spirit of broad and enlightened patriotism, and to strengthen the sentiment of nationality, than to bring together at the colleges and universities the highest standing young men from all parts of the country.

President Eliot in his last annual

report calls attention to the fact that the proportion of young men in Harvard University from New England has been steadily decreasing during the last generation, while the proportion from other parts of the country has been steadily increasing. The change in the examinations to which we call attention will, so far as it goes, strengthen this very desirable tendency by rendering it easier and less trying for candidates who live remote from Cambridge to pass the numerous and somewhat complicated examinations. Such candidates will not only save the expense of a long journey, but they will be enabled to divide the examinations between two years as the candidates from eastern schools do. Moreover, by bringing the high standard of Harvard more immediately before our high schools and preparatory schools, it will encourage them to improve their instruction. It is well known that a majority of these schools at present are not able to prepare their pupils thoroughly for the highest standard; and any influence which tends to improve them will not only help those of their pupils who are going to college, but also will be of signal benefit to those who cannot go to college, but must complete their education in the lower schools.

ARTIST, OR ONLY ARTISAN?

IT was a matter of the greatest pride and self-gratulation with the great Napoleon that he had done so much to convert all the artisans into artists.

The same general inspiration and ennobling ought to be imparted as a general impulse of constant effort and augmenting power to the child's development.

The artisans are sure to be trained by sheer necessity of earning their wages, but the artistic spirit that strives to express a fine ideal, the artistic conceptions of beauty and grace that may be embodied in the forms of matter, the finer quality of work that is the glory of the skillful and zealous workman, will not be trained by any such let-alone course; it needs to be carefully sought for and wisely strengthened where nature has given it; it needs to be inspired in those minds which are capable of receiving such an inspiration and of entertaining it as a lofty and permanent force of soul, even if not artists by nature.

In fact, no test less severe and less continuous than “the strong body of laborious toil,” as Dr. Rush expresses it, and the toil of the years of manhood, can completely settle the question how much of the mere artisan is innate in the triumphant artist, and how much of the greatness and tri-

umph of the artist may lie dormant in the swart artisan.

Sculpture, architecture, literature, each owes some of its brightest names to the humble ranks of artisan labor, from whose bosom they originally sprang, to which in its stern exactions of drudgery, vigilance, and economy of material, they owed much of the substantial framework of their ultimate success in the higher walks of their great career. Art has ever been greatly the debtor to this rugged discipline of the human powers.

So much as mere prelude, or general principle, for we speak to hearers who can make a volume from a hint of truth.

For practical application, then, we need say no more than this to those whose duty and privilege it is to aid in developing the generation that shall soon become our new nation. Train and accustom and discipline every child, if possible, to be no mere drudge, but a thorough worker; develop not mere copyists but original minds that can improve on the old models; aiming to have each one do his best in everything to-day, and better yet to-morrow; pointing errors in word or deed or thought so wisely as to help the little learner see the better way, and climb higher in it, even if the footsteps are short and weak.

Systems are not to be made means of slavish tyranny over the tender souls of the children. Roman centuries might say “Do this,” and the servant did it. American children are higher than the princes of the blood royal, for they are all to become the sovereign people, and so far from being ever ordered and driven as slaves or cattle, are from birth to be treated with the minimum of needed restraints, and to be freely supplied with the maximum of truth and love, of honor and happiness, as they can bear it, in order to secure their finest development, for the welfare of the land.

If it was the boast of the ambitious Emperor to make artists out of French artisans as a signal evidence of his services to his native land in the way of arts and manufactures, let it be the glory of all educators here, that we do even more in order to prepare the children for a far grander realm.

“Westward the star of Empire takes its way.”

Patriotism, philanthropy, religion, as well as all lower motives, summon us to elevate and adorn the souls of all the industrial millions who shall constitute our nation of the boundless future.

L. W. HART.

SEND ten cents if you want to see sample copies of this journal.

SCIENCE OF HUMAN CULTURE.

BY J. BALDWIN.

III. CULTURE OF SENSE-PERCEPTION.

I.—INTRODUCTORY.—1. *The Soul is a unit.* I think, I love, I determine. The one conscious self acts in these several ways. My faculties are simply my capacities for distinct kinds of activity—one mind with many powers; many faculties, the endowments of the one conscious self.

2. *The Soul knows, feels and wills.* As Intellect, the mind does all its knowing; as Emotion, all its feeling; as Will, all its determining.

3. *The Soul knows, re-knows and digests.* The intellectual faculties are the powers to know. My perceptive faculties are my powers to gain original knowledge; my representative faculties, my powers to re-produce and re-arrange; my thinking faculties, my powers to digest and use knowledge.

4. *The Soul gains sense-knowledge, conscious knowledge and first-truths.* That the mind may behold these three kinds of original knowledge, it is endowed with three perceptive faculties;

3.—INTUITIVE-PERCEPTION.

2.—CONSCIOUS-PERCEPTION.

1.—SENSE-PERCEPTION.

5. *The Soul knows immediately the material world.* The sensory apparatus places the soul face to face with the objective world. I perceive,—see immediately—whatever affects my sensorium. Such knowledge is called sense-knowledge, and the power to gain it, Sense-perception, or Perception.

6. *The Soul knows immediately its own processes and products.* I at once know myself as judging, hoping, choosing. Conscious-perception gives a mastery over the inner world, as Sense-perception gives a mastery over the outer world. I know all my acts and states as mine; this endowment is the unitizing power of the soul. The knowledge of the mind's own activities, we call conscious-knowledge, and the power to gain it, Conscious-perception, or Consciousness.

7. *The Soul intuitively perceives first truths.* I know at once that two lines cannot inclose a space, that effects are caused, that I am free. Such truths as existence, space, duration, causation, rightness, etc., are the conditions of all knowing; hence are called first truths, or intuitions. The power of the mind to gain first truths is called Intuitive-perception, or Intuition.

II.—TERMS DEFINED. In the preceding papers we have considered Sense-perception from the Physiological stand-point. We will now study

this faculty from the stand-point of Psychology and Education.

1. *Sensation is the conscious affection of the sensorium.* It is our consciousness of the excitation of the sensory ganglia. The affection is wholly physical; the consciousness of the affection is wholly mental. Excitations of the sensorium, of which the soul is not conscious, are not sensations. Sensation conditions perception.

2. *Sense-perception is the power of the mind to interpret sensations.* It is the power of the mind to gain sense-knowledge. Sensation corresponds to the clicking of the telegraph; perception to the operator who interprets the signals. The rays of light vibrate in the eye, through the auditory nerve, in the auditory ganglia. I feel the vibrations,—am conscious of the affection. I interpret the vibrations,—I know at once the object as a red rose. I convert the sensation into an idea,—change the objective to the subjective. How this is done I cannot even attempt to explain. I must accept it as an ultimate and inexplicable fact.

3. *Sense-percepts are products of Sense-perception.* A percept is always an individual notion; as, John, London. A concept is always a group notion; as, boy, city. Percepts are of three kinds,—sense-percepts, conscious-percepts, and intuitive-percepts. When used alone, percept is commonly understood to refer to a product of Sense-perception.

III.—PRINCIPLES RELATING TO THE CULTURE OF SENSE-PERCEPTION. Two principles, the one Physiological, the other Psychological, guide parents and teachers.

1. *The sensory apparatus must be kept in good condition.* Perfect health gives perfect sensations. From this consideration, obedience to hygienic law becomes imperative. Imperfect senses and impaired nerves, results of violated law, are only too common.

2. *Sense-perception is cultivated by well-directed effort in gaining sense-knowledge.* The soul is self-acting. All culture comes from well-directed activity. In no other way can any power be developed and disciplined. Mastering the material world educates Sense-perception.

IV.—TIME FOR THE CULTURE OF SENSE-PERCEPTION. We know little concerning infant mind. What the baby thinks is an inscrutable mystery. When once consciously active, the soul seems to have greater or less command of all its powers. It is certain that some of the powers are developed earlier than others, and that the time to cultivate a faculty is during the periods of greatest activity. These are cardinal facts in the science of education.

1. *Childhood,* and boy and girlhood are pre-eminently the periods for the culture of this faculty. The soul is hungry for objective knowledge.

2. *In youth* and early manhood the culture is continued, but mental activity becomes more subjective. The soul is less absorbed in the objective. In manhood we keep this power vigorous by constant use. Even in old age, though the ear may grow dull and the eye dim, we should keep this power active by our interested intercourse with nature. Fields ever new remain to be explored.

V.—MEANS FOR THE CULTURE OF SENSE-PERCEPTION. Instrumentalities used to accomplish results are means. The grind-stone is a means for sharpening the axe. The plow is a means for cultivating the soil. Whatever calls a faculty into normal activity may be made the means of its culture. Methods are the ways the means are used. For the culture of this faculty the means are boundless.

1. Objective world in general. 2. Language lessons. 3. Objective phase of the natural sciences. 4. Objective geometry and arithmetic. 5. Reading and music. 6. Drawing, moulding and painting. 7. Kindergarten gifts. The above are some of the means of early culture. Kindergarten gifts wisely exercise each sense. They are the complement of other instrumentalities. As a means of advanced culture, we may place first the material sciences. The various arts are prominent means.

VI.—METHODS OF CULTIVATING SENSE-PERCEPTION. The discussion of this intensely practical topic must be left for our next paper.

STATE NORMAL, Kirksville, Mo.

The Symbolic Phase of Education.

BY SUSIE E. BLOW.

THE instinct of children is to share the life around them. Little girls are eager to help in the work of the house—to sweep, dust, cook, sew, or do anything that older people are doing.

The boy will follow his father to the farm, to the forge, to the shop, and is proud and happy to be of the least use. How often do father and mother reject the weak but willing help of the little child! How often do they complain bitterly of the laziness, selfishness, or indifference of the older son or daughter?

As the child's interests and sympathies expand, he comes to notice the different activities of men.

With the presentiment that he too is born to be a worker in the world, he eagerly watches the world's work; and, not content with watching, he tries to imitate. The baby will fol-

low the motions of those he sees working.

The older child digs and plants, makes houses in the sand, floats his tiny boat on the water, and dams the stream to turn his toy mill.

Froebel responds to the effort of the baby by a series of dramatic games representing the movements peculiar to different kinds of work, and to the need of the older child by the gifts and occupations of the kindergarten, through which he is enabled to imitate all kinds of technical and artistic processes.

The importance of

INDUSTRIAL EDUCATION

is every day more widely admitted. That Froebel has found the true beginning of technical training is also quite generally recognized. It is one of the important features of the system that a definite training of the hand is begun in babyhood.

There are games to strengthen and give freedom to the wrist; there are games to discipline the muscles of the arm; there are games to teach force and flexibility to the fingers.

The hand is man's first and most important tool. It cannot be too early taught to obey his thought and execute his will. We shall have no large class of skilled workmen until we learn from Froebel how to keep hands from growing clumsy and fingers from getting stiff.

Froebel appeals to the history of the race and the instinctive manifestations of the child. He hears untutored men call the brave man a lion, the meek man a lamb, the cunning man a fox. He hears the savage describe his face, not as round, but as moon; and says of his fruit that it is sugar-cane, instead of saying that it is sweet. He finds among the monuments of ancient art three cubes standing side by side, incised with the names of the three Graces. He studies reverentially Egypt's great unsolved problems, as they are imaged in the Pyramids and the Sphinx. He reads the spirit's faint intuition of immortality in the mysterious phoenix.

Finding everywhere that man has sought to express in symbols the truth he feels, but does not understand, he turns his eyes upon the child, to seek in his instinctive life another parallel with the development of mankind.

At once he notices the tendency of childhood to detect and delight in the most remote resemblances. "Father and mother stars," calls out a two-year-old baby, on seeing in the sky two large, bright stars, in the midst of a number of small ones. "Dust on the water," exclaims a boy of four, as, standing on the sea-shore, he is

blinded by the mist and spray. "Let me catch the bird," cries the little girl, as she watches with delight the flickering reflection of the sunlight on the wall.

Illustrations might be multiplied, but we do not need them. We have all seen the boy ride his father's cane and call it a horse; we have watched many a little girl caress the towel she has rolled and wrapped for her baby; we know how, to the imagination of the child, "the rose leans over to kiss baby rosebud," and "God sends little star baby, 'cause the moon was so lonely in the sky."

BOTH SIDES.

HERE you have both sides of the story:

Editors American Journal of Education:

S—y, March 20, 1881.

I received the following note from Mr. —, a patron of my school, and should like the teachers and subscribers of the JOURNAL to read it.

"John's" record from the register during fourteen months, 280 days, shows that he has attended school but 73 days, about one-fourth the time. John is about 13 years old, and is the owner of a pony, a pistol, and a gun. He rides when he wants to, hunts when he feels like it, and goes to school when he hears of some excitement, like a game of ball; or a spelling match will often bring him part of a day. Mr. — is a very influential man, he is president of the board of school directors, and is also an extensive dealer in fine horses, etc., but as a father and a friend to education—the readers of the JOURNAL can decide about that.

Respectfully,

T. W.

Then follows the note in the language and hand-writing of the President of the Board of Directors:

"At Home, March, 1881.

Mr. Teacher—Sir: I find that John is very deficient in his reading—don't read as well as he did two years ago. Says the only reading he has is in the Bible. I hope you will allow John to read in some School Reader.

Respectfully,

C."

ONLY clear conviction that it is the darkness within us which makes the darkness without, and that all lives are beautiful when lived in the light of God's idea of them, can restore the lost peace of our souls. Be it, therefore, O mother, your sacred duty to make your child feel early the working both of the outer and the inner light! Let him see in one the symbol of the other, and tracing form and color to their source in the sun, may he learn to trace the beauty and the meaning of his life to their source in God!

SUPPOSE that petitions to increase the school term in Missouri from four to six months, had been sent in to the Legislature by our nine thousand school teachers, and the boys and girls could thus have had, all of them—forty days more schooling during 1881. Would it not have been worth the trial? We think so.

THE following may interest both teachers and members of school boards outside the city of St. Louis:

Resolved, That the teachers in the employ of this board are hereby prohibited from using a text-book in conducting any recitation, whenever the pupil is expected to recite without the book, and in lieu thereof the teachers are recommended to use a syllabus of topics or questions, either written or printed, for the purpose of securing order and method in the treatment of the subject of the recitation.

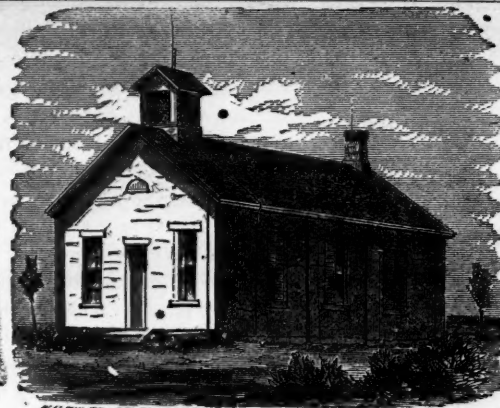
Be it further *resolved*, That the Superintendent is hereby instructed to take such measures as are needed to carry into immediate effect the foregoing resolution.

It is said by teachers of large experience to be a good plan to relieve a recitation by as much variety as possible; first, reading and explaining something adapted to the capacity of your pupils; secondly, drawing out in a conversational manner the experience and information which your pupils already possess on the subject; thirdly, exhibiting the visible objects which you or the pupils have brought to illustrate the lesson, and requiring the pupils to notice and name the properties, qualities, parts, and attributes; fourthly, never omitting to show by a synopsis on the blackboard what has been discussed in the lesson, its classification and relation.

In fact every lesson should be given in such a way as to draw out the perceptive powers of the pupil, by leading him to reflect on what he sees, or to analyze the object before him. It is at first thought strange—although it is true—that powers of observation are to be strengthened only by teaching the pupil to think upon what he sees. Never take up a topic that you are unable to explain and illustrate so clearly as to make the pupil understand it; avoid all phases of the subject that will tend to confuse rather than enlighten.

TALK up the estimates for a four months school, as the law provides, and by a little effort the vote can be carried to make the school session six months.

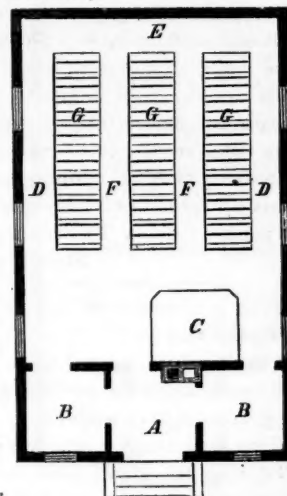
Count it one of the highest virtues upon earth to educate faithfully the children of others.



A CHEAP SCHOOL HOUSE FOR A COUNTRY DISTRICT.

(Cost from \$750 to \$800.)

The above cut with the ground plan, represents a single room school house, 24x36 ft. and 14 feet clear in height. Three rows of "Patent Gothic Desks and Seats" can be put in, or three rows of a cheaper style, "The Combination Desks and Seats," with the three back seats to start the rows with, seating 48 pupils, all that one teacher ought to have the care of. This will give room for a recitation seat and a platform for a teacher's desk, besides a small entry. This house ought to be built and furnished with these seats and desks, blackboards of *Holbrook's Liquid Slating*, all around the room, maps, charts, etc., for about \$750 to \$800.

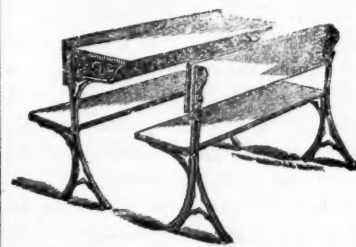


FLOOR PLAN.

House 24x36, way of arranging desks, &c.: A—Entrance and hall 6x6 ft. B B—Wardrobes, 6x6 ft. C—Teacher's platform, 6x5 ft. D D—Side aisles, 3 ft. wide, to give room to use the blackboards freely without interfering with pupils at their seats. F F—Middle aisle, 2 1-2 ft. wide. G G G—Desks and seats, 3 1-2 feet long—that is, the floor space allowed should be 3 1-2 ft. by 2 1-2 ft. each double desk, seating two pupils.

As to school desks and seats, the two styles above named have given entire satisfaction to those who have very thoroughly tested their merits for more than fifteen years. We give below, a cut of

"The Combination Desk and Seat."



Desk and Seat.

Back seat to start the rows with.

These "Combination Desks and Seats" are used in most of the best twelve-room school buildings in St. Louis (See page 259 of Dr. Harris' last report, for 1879).

They have proved to be so substantial and durable that the School Board have again adopted them for use for this year.

Five sizes of the "Combination Desk and Seat" are made, to suit pupils of all ages, so they can sit in an easy, healthful, upright position.

Size 1, double, High School, seating two pupils from 15 to 20 years of age.

Size 2, double, Grammar School, seating two pupils from 12 to 16 years of age.

Size 3, double, First Intermediate School, seating two pupils from 10 to 12 years of age.

Size 4, double, Second Intermediate School, seating two pupils from 8 to 11 years of age.

Size 5, double, Primary School, seating two pupils from 5 to 9 years of age.

Back seats to start the rows with, corresponding in size to all the desks are furnished.

These desks are the cheapest and the most durable and substantial for the price, of any manufactured.

THE record in this State shows a large advance in public sentiment in favor of longer school terms; it shows a greatly increased attendance on the part of pupils; it shows advance in studies, better discipline, and better satisfaction given to patrons and tax-payers.

TENNESSEE American Journal of Education.

IMPORTANT.

TO the school officers and teachers of Tennessee we are glad to present the following

ENDORSEMENTS
of this journal:

OFFICE STATE SUFF. OF PUBLIC SCHOOLS,
NASHVILLE, TENN., July, 1880.

I can cheerfully commend the *American Journal of Education* to the patronage of Tennessee teachers, superintendents and tax-payers, not only because of its general ability, spirit and usefulness, but because it gives more attention and space to notices of our own schools and of educational movements in our own State than any other journal. The Tennessee (special) editor understands our wants and does not neglect them. LEON TROUSDALE,
State Supt.

WHAT is to become of the children during the vacation?

Will they hold on to what they have learned, and be ready to go on and gain more knowledge?

If the same teacher, who has done well during the winter term, can be secured to teach a private school for a few months—or if the "estimates" were wisely made liberal enough to cover a six months term, as they ought to have been, then there will be a steady gain—a permanent advance on the part of the pupils.

How is it?

We suggest to hold on to the competent teachers, and keep them at work right along.

HOW TO CONDUCT A LESSON.

DR. WM. T. HARRIS makes the following suggestions to teachers:

"Prepare yourself beforehand on the subject of the lesson, fixing in your mind exactly what topics you will bring up, just what definitions and illustrations you will give or draw out of the class. All must be marked and written down in the form of a synopsis.

The blackboard is the most valuable appliance in oral lessons; on it should be written the technical words discussed, the classification of the knowledge brought out in the recitation, and, whenever possible, illustrative drawings.

Pains should be taken to select passages from the reference books, or from other books illustrative of the subject under discussion, to be read to the class, with explanation and conversation.

Wherever the subject is of such a

nature as to allow it, the teacher should bring in real objects illustrative of it, and encourage the children to do the same. But more stress should be laid on a direct appeal to their experience, encouraging them to describe what they have seen and heard, arousing habits of reflection, and enabling the pupil to acquire a good command of language. Great care must be taken by the teacher not to burden the pupil with too many technical phrases, nor to fall into the opposite error of using only the loose common vocabulary of ordinary life, which lacks scientific precision.

Professionals and Non-Professionals.

BY ANNA C. BRACKETT.

A GREAT deal of fault is found with schools and with education at the present time. This unfavorable criticism is of all degrees.

Some critics, taking the widest possible sweep with the besom of dissatisfaction, endeavor to show that education has in its very nature a bad influence; in fact that to educate a man is to set him on the road to the jail and the prison. These march under the banner of Rousseau.

Others concede that some education is necessary, and approve the common school for the common people, but claim that the high schools are a worse than useless expense, as the extra training afforded there only renders our girls and boys dissatisfied with their homes and their proper employments.

This division of the army might be called the Orientalists, for they are pleading implicitly for the caste system of India, and forget that in America caste system cannot be maintained. They are simply fighting against the course of events, and it is an unequal contest, for like the old Norse god Heimdall in the Edda, the destiny "goes on in a direct course," and he who opposes himself to it is sure only of being swept down. It is not continuity of vocations but constant change of vocations which is the outcome of American institutions.

Dissatisfaction, discontent, settled America, and discontent and dissatisfaction with the present, has developed, and rules it to-day. To breathe the air of this Republic is to be seized with the desire of rising above the level of one's ancestors. It is a pity that this division of the fault-finders could not visit some of the national schools of England, or, better, see what were the public schools of the South before the war. They would then view their theories in practice, and would realize to what end they are tending.

Leaving these wide-sweepers, there

are many who, without fighting the whole system of common schools, or without desiring to cut off its upper schools, complain of the quality of work done and of the results attained.

This charge of poor work we cannot deny. It is as just in teaching as in the other professions, but not as in the others, it is chargeable in great measure to those who are not members of the profession. I do not mean those who are not teaching, but I do mean that the poor, careless and shabby work is done, as a rule, by those who are working merely for salaries, and are using the platform of the teacher only as a step by which to mount, as they think, to some other profession.

It is in great measure through such workers that the profession of teaching falls into disrepute. The colleges, as Mr. Adams truly says, do not recognize teaching as a profession. Their professors are scholars and learned men, but they are seldom teachers in any real sense of the term. Their tutors are young men, fresh themselves from the student's benches, who have no idea of giving their lives in any serious sense or for any length of time to educational matters. Their graduates take the high schools and academies of the country, not as a life-work, but as a convenient "perching" place for a few years, during which they may consider what next to do, or may pursue their studies of law, medicine or theology. A large number of them hear lessons but do not teach, and they pass out of the ranks to be succeeded by others of the same kind.

Having had no idea of a teacher given to them either by example or precedent in their college, having never found it worth their while to make a definite study of their temporary work, they pass on and the graduates of their schools become the teachers of the grammar and primary schools.

The evil of non-professional and temporary work has filtered down into the lowest grade of schools. The children there mismanaged and perverted, grow up into the grammar school and the high school, and the evil continually increases.

The faults of the schools should be laid where they belong: at the doors not of the professional teachers, but at the doors of the non-professionals. They belong with those who have not the true interest of the schools at heart. They do not mean to do harm, but they all the time act as a dead weight on the real professional teachers, and lower the professional standard of the whole.

Where is the fault?

It is primarily with the colleges and universities—and then it is with the public who do not force a different condition of things.

If our universities were to present the problem of education in America, in its broadest sense a study as worthy of the attention of their students as that of law—we could produce hundreds of Dr. Arnolds, and the effect of their work would be a real revival through the length and breadth of the land. Till they do recognize in some official way the real sweep of the question of the education of the American people—an education conformable to the genius of American institutions, and equal to the destiny of the country, there is little hope that the complaints will cease, while there is great danger that hasty action arising from a narrow view of them, may tend to errors of judgment which it will take years to remedy.

ARKANSAS.

Editors American Journal of Education:

I KNOW that the space allowed will not admit of an extended account of the exercises of our Institute, but as Arkansas wants to be heard from occasionally, I will give a synopsis of parts of the programme.

Par parenthesis let me say that we have fallen into a habit, here as elsewhere, of giving everybody a title; so that a mere tyro in the profession of teaching, becomes by courtesy, "Professor"; taken in its literal sense not a misnomer, since such a teacher is sometimes, "one who professes," and nothing more. If any one should feel aggrieved at not seeing his accustomed title, let him know that your correspondent considers the title "teacher," a more honorable one than the much abused "Prof.," except as it has been so long used as to appear a necessary part of the name.

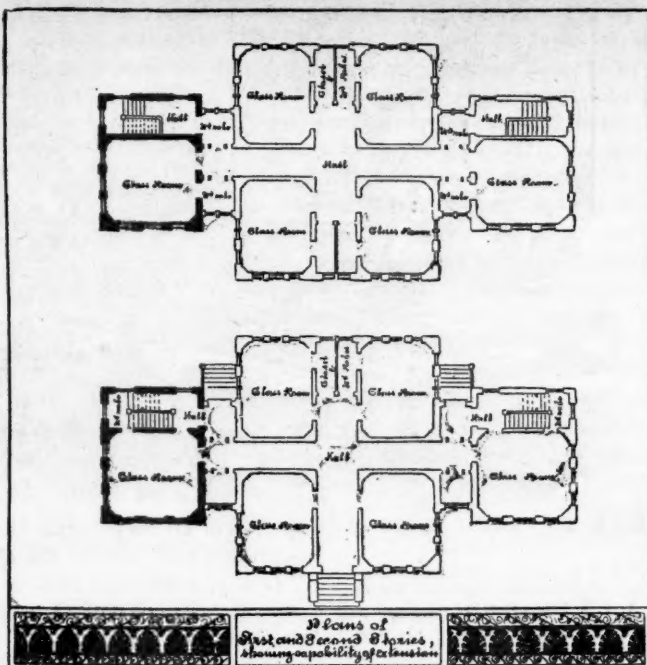
Mr. H. McDaniel gave the best manner of teaching primary pupils to write.

Mrs. Candler of Hot Springs gave a good illustration of her method of teaching map-drawing.

Miss Van Valkenburg tried to impress upon the Institute the necessity of having written recitations, and preserving them permanently, for exposition and comparison with other schools.

Prof. Becton followed with some impressive remarks, and a practical illustration of his own methods.

Prof. W. C. Parham of Benton, gave a grand talk on school government, laying down as a first principle the well-authenticated proverb: "Satan finds some mischief still for idle hands to do"; hence, the most important step to good government is



A Two-room School Building.

ATTENTION is called to the cut of a two-room School House presented in this issue, from the plans of Messrs. Furlong & Annan, which can be enlarged to a four, six, eight, ten or twelve-room building, as indicated in previous editions of this journal. The complaint is almost universal that the school-rooms in the fast-growing towns and cities in the West



and South are all too small,—all overcrowded. It was with a view to remedy this defect that these designs were gotten up.

Additions can be made from time to time giving light and ventilation, preserving the symmetry of the buildings at the same time—for the outside of a properly constructed and well-preserved school building, educates as well if not as much as the inside. Further information will be promptly given by applying to the architects.

to supply the busy minds and hands of pupils with plenty of occupation. He also stressed the duty of co-operation between parents and teachers.

Prof. Thrasher took exception to some remarks of Prof. Fish on corporal punishment, and referred him to the text found in Galatians, 4th chapter, 1st and 2d verses.

Supt. Denton wisely said that, while corporal punishment may in some instances be necessary, yet it is true that "the minimum of punishment is the maximum of excellence."

Prof. Wheaton of Hot Springs gave an explanation of the one-study system, which he has partially adopted.

Prof. Fish said that it will not do to pursue the same course with children as with adults, as an exclusive diet of one kind would not be healthful to the body, so mental vigor will not be secured by undivided attention to one study.

Supt. Denton thought the change from one study to another a necessary recreation for the mind of the pupil.

Mr. J. H. Leiper told of an inventive genius in Pennsylvania who established a college on the one-study plan, which flourished for a year and a half, and then failed!

W. S. Sutton of Cabot, made enthusiastic as well as interesting, and sometimes amusing remarks on the Problems of County Schools. His problems were too numerous for even

a passing notice here. Suffice it to say, they were so well presented as to give even to the uninitiated a pretty good idea of the ingenuity, talent and energy of a teacher who will successfully solve them, as he is doing!

The Friday night addresses by Supt. Denton and Prof. Wheaton, were strong, practical and well received.

Saturday morning, after the regular programme was exhausted, the Supt. proposed an informal conversation on such subjects as had presented themselves to the minds of teachers, and they wished to have discussed.

Prof. Fish complied with a request to give suggestions in regard to

SAVING TIME

on the programme of ungraded schools—the most important of which were punctuality, and alternation of lessons.

When the time for closing arrived, many echoed the thought of the writer—why could not our Institutes continue longer? Three days is too short a time for all that we ought, and want to accomplish in an Institute. Why can we not have them for a week or ten days? Why?

Several noticeable features of this meeting deserve to be recorded. There were no long theoretical essays—no attempt at display.

The Supt. repeatedly remarked that the object of coming together

was to gain new methods for future use; that all that could be said there would be only suggestive, no one was expected to give an exhaustive treatise on any subject. Accordingly all that was said was short, practical and to the point. No one knew a day beforehand what he or she would be called on to do, and so remarks and illustrations came fresh from experience, with no stale or second-hand dissertations. A good plan to be followed in most if not all educational meetings,—is it not?

The attendance of citizens was good, and they not only enjoyed but were profited greatly by the meeting, the only regret being that it did not continue longer.

The necessity of thorough work in the beginning was largely dwelt upon and strongly felt, as evidenced by such remarks as: "If there must be mistakes, let them come in the upper story, not in the foundation, where errors are most fatal."

If we had this Institute only, to judge from, the decision would not fail to be that the educational outlook of Arkansas is more promising than ever before in the history of the State; but this opinion is confirmed by many more infallible proofs.

V.

(Monroe [Mich.] Commercial).

Mr. Clarence B. Stoddard, the Druggist, informed us that Mr. Louis Hope, a sufferer with rheumatism for a number of years, obtained the greatest relief by the use of St. Jacobs Oil.

TEXAS.

Editors American Journal of Education:

JACKSBORO, March 20, 1881.

Gentlemen—I have been in receipt and have carefully read the JOURNAL OF EDUCATION for some time past, and I must say that I am highly pleased and profited with its many wise suggestions to parents, superintendents and teachers.

We have the most liberal appropriations, in theory, from our State for public free schools, that could be desired, but on examining the school statistics we find that it does but little good. The law now in force is such that our people and the teachers do not work well together.

I hope, as you have suggested, that our present Legislature will amend and remedy the defects in our present law. I believe, too, a higher grade of qualifications should be required of all our teachers. I believe that they should be required to attend

A COUNTY INSTITUTE, and that county superintendents be compelled to hold an institute at least twice a year. Certainly, there is no better place for teachers to get posted as to the best methods of teaching than the institute. Not only so, but it greatly promotes the school interests of the State. Teachers become acquainted and learn to excel in giving instruction. An old saying that they who rock the cradle, rock the world, proves true.

Your position that our teachers should be better paid is a correct one. Hoping to be able to send you a good list of subscribers for the JOURNAL, I am yours, truly, ISRAEL STODDARD, Ex-County Judge."

MISSISSIPPI

American Journal of Education.

COLUMBUS, Miss., 1881.

IN taking charge of the *Mississippi Edition* of the *AMERICAN JOURNAL OF EDUCATION*, we are prompted only by a desire to contribute all in our power towards making the schools of this State more efficient. As the principal defect of the system as it now exists, is a lack of Normal Schools, of teachers' institutes, and effective local supervision, these matters will receive our most earnest attention.

We shall endeavor also to furnish such items as will keep our readers posted as to educational progress in the State, and we shall at the same time do what we can to extend in our midst the circulation of a journal which has already done and is still doing so much for the promotion of education.

J. M. BARROW.

MORE UNITY OF EFFORT.

SINCE the organization of our public school system in Mississippi, earnest and faithful efforts have been made to increase its efficiency. But these efforts have been made at such times and in such a way as to result in very little general good, so far. The facts are that the legislation on school matters and our conventions, for the want of concert of effort, have failed to embody the wisest counsels, and the real interests of our schools have never been clearly defined and set forth. Hence our school system is still in a very crude and imperfect condition, far from being such as our circumstances demand, taking into consideration the number of illiterate people in the State.

The question presses for solution, as to how the educators of the State can make themselves heard and felt; or how can the real interests of the public schools be properly brought before the people?

How can our teachers and school officers be not only better instructed but more interested in their work?

We need some rousing educational meetings, associations, institutes and other gatherings. We think the first step towards securing these results has already been taken. Our political and local papers will do something for us: but if our teachers and school officers will now take hold and make the *JOURNAL* a medium of intercommunication between the friends of public education, we can secure that unity of effort which will insure the best results.

Through its columns we may discuss educational questions, keep the

teachers and people better posted in school matters and properly informed as to the condition and needs of the schools, call meetings and conventions, organize associations, and thus be ever ready to act with that unanimity of purpose and concert of effort which shall make our power felt, and crown our efforts to reform our school laws with permanent success.

Thus, and only thus, can we hope to establish a system of schools which shall educate the people, and ultimately bring peace, happiness and prosperity to the State.

It is our purpose, with the co-operation of the teachers and school officers of the State, to make this journal the instrument for accomplishing these most desirable results. B.

YOUR LAST CENSUS.

ACCORDING to the Miss. census of 1880 there are in this State 4,995 public and 964 private schools. The attendance in the public schools is about four times as large as in the private ones, hence 95 per cent. of our children are in the public schools and relying upon the State mostly for their education, supplemented to a certain extent by local tax. This fact should lead us to consider carefully the means by which we can make these schools more efficient—whether or not they are equal to the demand now being made upon them.

Our moral, social, political and material condition to-day, as well as twenty years from to-day, depends in a large measure on the work now being done by our teachers and these schools. How then, to make our public schools answer the demand, is therefore one of the most important questions which can possibly engage the attention of our statesmen or occupy the thoughts of all who feel an interest in the future welfare and prosperity of the State.

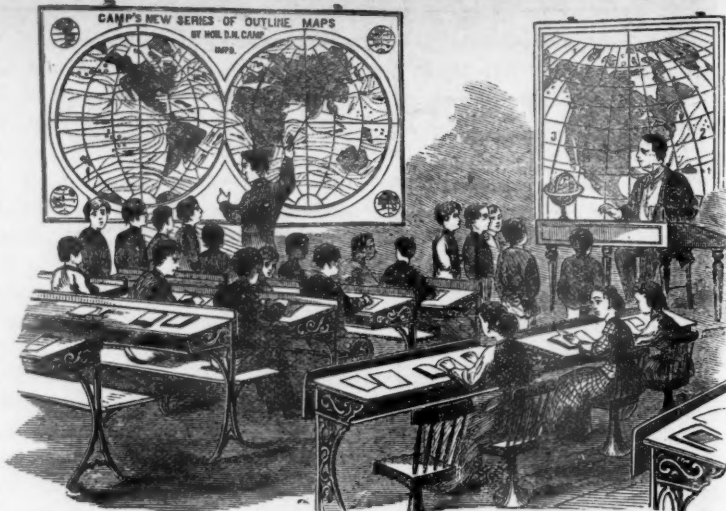
What man can do or perform alone or as a single individual, is a very trivial affair compared with what he can do as a social whole—an army, a nation, or the human race.

WHAT sculpture is to a block of marble, education is to a human soul. The philosopher, the saint and the hero,—the wise, the good and the great man very often lie hid and concealed in a plebeian which a proper education might have disinterred and brought to light.

"Still I am learning."—Motto of Michel Angelo.

[La Fayette Journal].

Such Reports Do One's Heart Good. Mr. Frank Wilke, North and 9th streets, stated, that it was not only highly praised by his customers, but, the St. Jacobs Oil has not failed to give satisfaction in a single case.



HOW TO TEACH GEOGRAPHY.

Prof. J. M. Barrow, Editor *Mississippi Journal of Education*, Columbus, Miss.:

MY DEAR SIR: You ask how I teach primary classes in Geography?

First, teach the geography of the school building, grounds and vicinity, pointing out the leading objects and naming their direction from the teacher and class. The child takes its idea of distance or direction primarily from itself and the objects within its reach.

Teach the localities of the sunrise and sunset, before giving the names East and West. Impress one idea at a time, but give that idea such definiteness and importance that it will not be easily forgotten.

Draw on the floor with crayon the outline of a map of the school room or school grounds, and point to those objects on the eastern side and then the western, on the northern and southern. Repeat the lesson until all the class can point them out and describe their localities correctly. Then by a gradual course tell them of the towns nearest them, describing their locality, direction, distance, &c.

Then take the outline maps, such for instance as *Camp's*, and beginning with the State in which the child lives, point out the towns or cities nearest and compare their distance, size and direction with those already taught. Teach cities or towns first; afterwards, such physical features as are familiar to the child should be pointed out; then mention others not familiar, after having illustrated them on the blackboard.

Use the blackboard all the time.

Do not teach too much at a time.

Avoid definitions; use description and illustration.

When you have taught the cities of your own State, add those of the adjoining States, following the same order from North to East, then South to West and North again. This order should be maintained until the pupil becomes familiar with the local-

ities of all the principal cities in one State; then call for the cities separately, without the usual order.

Repeat each day the lessons of the preceding days until all the class (unless some are mentally inert) can name the cities on the map. Then teach the physical features each in its order, until all the map is familiar to the class.

Lay aside this map and take up another and proceed in the same manner as before; but review the maps once a week, or later once a fortnight. This method I have found to be admirably adapted to pupils ranging from four to ten years of age.

No text-book in primary geography is needed with *Camp's* maps.

I have taught classes ranging from four to ten years of age, who could point out and name from 500 to 600 cities, hesitating only to take breath for freer utterance. This result was obtained within three months training with the outline maps.

The teacher should be so thoroughly familiar with the maps as not to be compelled to use a key or text-book in the presence of the class. He should name and point out on the maps four or five cities, &c., and have the class accompany him, naming them aloud after the teacher, until the whole class, and each separately, can name the places without prompting; then add other names, repeating those already learned.

Frequent repetition is the only successful method of teaching young children anything.

Avoid as much as possible technical terms. Make the lessons interesting by relating incidents and giving accounts of visits to localities mentioned; and if any child in the class has visited or lived in any of these places, let them give some account of their visit. The children, in this way, come to realize the actual existence of the locality.

As questions may arise, or points of difficulty be presented to some teachers to whom this method may

seem new, I shall take pleasure in answering questions relating to this work, through the AMERICAN JOURNAL OF EDUCATION.

Yours, &c., H. T. M.
GREENVILLE, S. C., March 20, 1881.

LOWNDES COUNTY has 66 public and one private school. The public schools of the city of Columbus, both white and colored, are continued nine months of the year; the schools of the county outside the city, five months. The teachers are all paid cash at the end of each month, and we hope that this plan of prompt payment at the end of every month may be followed all over the State.

Over 800 pupils attend the city schools. In these schools are taught the languages, higher mathematics, calisthenics and gymnastics.

"The Advantages of Ignorance."

SUCH is the title of an article from the pen of Prof. F. W. Clarke, and which appears in the *Popular Science Monthly* of January.

We are not called upon to judge whether or not the Prof's intention is simply to deal in satire or merely to give the views which are sometimes taken by the ignorant concerning education; or whether he has, notwithstanding the honorable prefix to his name, taken too narrow a view of the subject. As a reader we can only study his article and judge of its truth or fallacy according to our own ability.

At the outset, he tells us that the "occasional blissfulness of ignorance has long been the subject of one of our most popular proverbs. He gives us to understand that the hackneyed words of the poet

"Where ignorance is bliss, 'tis folly to be wise," are passively accepted as true, quoted seriously and concerning matters of importance.

We hear the proverb which he takes as the nucleus of his article, quoted every day of our lives, but how often is it used concerning any matter of real moment? Who has heard it thoughtfully uttered by any intelligent person in argument against the enlightening of the heathen? Who has ever known it to be brought forward as a plea against the advancement of schools or even the higher education of woman?

To go yet a little deeper into this "proverb," it appears to us that a too general application is put upon it, and it should never be employed when education is under discussion—and only when it relates to the inevitable or the affairs of our neighbors. Who would think of making a general application of the proverb "Two heads are better than one"? If we should take it literally, then the mon-

ster ranks higher than man and Hydra had a hundred times more brains than Homer! Besides, how are we to determine when or where ignorance is bliss? Are we to judge of that condition in our own minds or is it only observable in others? Is it not possible that ignorance precludes the full understanding of bliss? Or, presuming that it does not, is a blissful state of ignorance the highest of our human aims?

Prof. Clarke next states that "Education in one's self imbues one with prejudices concerning the education of others," etc. We may be very obtuse, but must confess we consider the writer's meaning somewhat obscure, and especially when he follows up the statement with "accordingly," etc., etc.

However, we take it for granted that he speaks from experience and beg him to reflect that, since "a little learning is a dangerous thing," how disastrous would be a state of total ignorance!

There can be no doubt as to his meaning when he says: "In spite of the schools, the superiority of ignorance is clearly demonstrated." What, is the superiority of ignorance demonstrated because uneducated men are sometimes "placed above thousands of cultivated teachers"?

Would it not be better in such instances to substitute the word power or influence for superiority?

It is true that men are often placed in positions above those who are their superior in point of education, morals and manners,—but is this a proof of the "superiority" or "bliss" of ignorance? Rather, does it not show to us the evils of ignorance?

Through ignorance, narrow prejudices or small favoritism, incompetent men are elected to these positions, and this is the strongest argument we can give in favor of more education and broader views.

The writer follows his line of argument with instances wherein the educated is superseded by the ignorant, the worthy by the unworthy, and the qualified by the incompetent.

These, too, are but the fruits of that ignorance for which he claims superiority!

Should our Professor not agree with us, we would be tempted to believe he practices what he preaches, and had gained his title with little merit.

His next quotation is a happy one about fools rushing in "where angels fear to tread." It is true that fools do rush in where angels, with all their superior wisdom and foresight, would fear to venture. This, instead of being argument in favor of fools, serves as an opportunity for congratulation

—with some of us—that we are wiser than they who fear not what angels dread.

But what connection with the subject proper, have the Professor's facetious remarks concerning "spo-ks" and angels? He says that "theoretically, we should all like to be angels, but practically we prefer to stay where we are."

If we should speak for ourselves, we would declare that our favorite song has long been "I want to be an angel"—and we never feel more like singing it than when we read of a professor advocating ignorance! We then think it is time for us to go. But to the point.

We are next told of Lord Timothy Wextor and Zachary Taylor, and are shown how the caprice of the one and the blunder of the other prove grand successes.

Are such examples as these to be taken as proof of the folly of wisdom? Are we to understand that Prof. Clarke advocates ignorance on the plea that battles have been won and warming-pans made popular by "a fool's luck"? If this is his argument, we take the other side of the question and say that if the Mexicans had been wise, they need not have been routed; and if the natives of the West Indies had been less ignorant, they would not have been imposed upon by "the most inspired of idiots."

Ignoring the innumerable battles which have been won by superior skill, directed by a superior intelligence, we must again find fault with our Professor when he advocates the efficacy of warming-pans. We lost all faith in them when poor Pickwick blundered into one and a suit for breach of promise!

In the beginning of "Advantages of Ignorance," we supposed it to be argued *versus* human intelligence, but further on in the article we are confronted by its claimed advantages over omniscience!

This point, we think, needs no argument to prove its absurdity.

We infer from the Professor's next illustration that he believes in the Darwin theory. Then, let him suppose that he is for the time being all-knowing, and we ask him to look back to the condition of his ancestral ape—which, we may presume was a blissful state of ignorance—and tell us if he would exchange the intellectual delights of the nineteenth century for that animal existence of our reputed forefathers?

Then, after this retrospective view, can he not see in the future better things than "misunderstandings," "bickerings," and "slanders"?

Can he not

forecast the years
And find in loss a gain to match,
Or reach a hand through time to catch
The far off interest of tears?"

We see and know what life is when ignorance holds its sway,—can he not tell us what it would be if intelligence ruled us with her magic wand? We would not have fewer teachers but better ones; no more ignorant trustees; no quacks; no pettifoggers, no blunderers in battle,—but in their place the advocates of a broader intelligence, a better morality and a higher humanity.

We are next introduced to Shakespeare, who says,

"Ignorance is the curse of God; knowledge the wing wherewith we fly to heaven."

But the Professor ventures it as his opinion that had the author of these lines "been able to see his commentators, his greatest works would not have been written." We doubt that. We think a mind like Shakespeare's would have found no discouragement in the opinions of men who were his inferiors, mentally, and would still have soared far above them on "the wing wherewith we fly to heaven."

B. E. L.

In civil society, the division of labor equalizes the differences of climate and season and the capabilities for skill, and enables each one to concentrate his whole time and attention upon a special branch of industry, and thus gain great skill and great productive power; while by trade and commerce he is allowed to share in the productions of all mankind, in all climes and in all seasons.

In the State, each citizen is protected in his lawful vocation by the solid force of the entire nation.

Looked at as thus reinforced by institutions, the individual before our eyes swells in size and power until we see him as a giant, or as a magician, possessed of superhuman power, shoes of swiftness, and omniscient intellect. The ability to see man's greater selves, as embodied in institutions, is a faculty of the mind which has been called *insight*.

THE social whole—the State, the church, the corporation, the army, the institution of whatever kind—all these are only different forms of existence of man's self; they are his greater selves, which unfold one by one from him as he lives through time, and combines with his fellow men to form these social organisms or institutions.

THE "what we shall teach in the schools" must be of so general a character as to give the as yet unformed character the key to its own capacities, and thereby enable it to choose freely its own path and determine for itself its own destiny and pursuit in life.

Recent Literature.

THE LONGFELLOW BIRTHDAY BOOK.—In this compilation what the author has written, either in prose or verse, regarding noted persons, has, with few exceptions, been set opposite their respective birth-days.

We give an example: "Thomas Arnold, born June 13, 1795. The school-room, the theatre of those life-long labors, which theoretically are the most noble, and practically the most vexatious in the world. For him the teacher's chair became a throne."

Special pains have been taken to make this an exceptionally attractive book in its choice selections, in appropriate illustrations, and the tasteful style of its binding. A new profile portrait has been made for it, said to be one of the best; it gives his classic features admirably. Houghton, Mifflin & Co. For sale by Book and News Co., St. Louis.

EARLY SPRING IN MASSACHUSETTS.—A volume comprising selections from the journal of Henry D. Thoreau. We give a few selections: "Talk about reading! a good reader! It depends on how he is heard. There may be elocution and pronunciation [recitation say] to satisfy, but there can be no good reading unless there is good hearing also. It takes two at least for this game, as for love, and they must co-operate. The lecturer will read but those parts of his lecture which are best heard. The reader and the hearer are a team not to be harnessed tandem, the poor wheel-horse supporting the burden of the shafts, while the leader runs pretty much at will, the lecture lying idle in the painted curdle behind. Read well! Did you ever know a full well that did not yield of its refreshing waters to those who put their hands to the windlass or well-sweep?"

Houghton, Mifflin & Co., publishers. For sale by Book & News Co., St. Louis.

PEARLS OF THOUGHT. By Maturin M. Ballou. A supplement to "Treasury of Thought," by the same author. The pleasant duty of the compiler has been to follow the expressive idea of Colton, and he has made the same use of books as a bee does of flowers—she steals the sweets from them but does not injure them. Houghton, Mifflin & Co., publishers. For sale by Book and News Co., St. Louis.

CERVANTES. By Mrs. Oliphant. Being the eleventh volume of "Foreign Classics for English Readers." Mrs. Oliphant has written the best life of the author of "Don Quixote" that has appeared. She has caught a glimpse of the real Cervantes. J. B. Lippincott & Co., publishers. For sale by Book and News Co., St. Louis.

A new volume of "Littell's Living Age," Vol. 149, begins with the number for 2d of April, 1881. For fifty-two numbers of sixty-four large pages each (for more than 3,300 pages a year) the subscription price, \$8, is low; while for \$10.50 the publishers offer to send any one of the American 84 monthlies or weeklies with "The Living Age" for a year, both post-paid. For \$8 we will send both the "Living Age" and the "American Journal of Education." Littell & Co., Boston, are the publishers.

The fifteen articles in the April "Popular Science Monthly," are all of them readable and instructive, and several of them of great practical value. Among these we notice Dr. Felix Oswald's common-sense treatment of the subject of Physical Education in an article on Out-door Life. He claims, and with reason, that, as a natural preventive of disease, nothing equals active exercise in the open air; and, for respiratory ailments especially, it is superior to anything else as a curative agent. For the healthful development of children it is indispensable, and with its associated opportunities may be properly substituted for much of the dreary drill of

the school room. Some Notes on a Doctor's Liability, by Oliver E. Lyman, is a discussion of the legal responsibilities of physicians, which, in these days of frequent prosecutions of physicians for malpractice, both patients and doctors will do well to read.

THE "North American Review" for April contains, under the fanciful title, "The Thing that Might Be," a profoundly philosophical study of the laws and conditions of human progress, by the Rev. Mark Pattison, Rector of Lincoln College, Oxford. Another article is a strong defense of the Roman Catholic side of the controversy about religion in the public schools, from the pen of Bishop McQuaid of Rochester.

The great problem of the governmental control of monopolies is discussed with reference to railway management by the Hon. George Ticknor Curtis, who contends that when a railway company is incorporated by any State it agrees to this much and no more—that its property shall be subject to such legislative control as the act of incorporation embraces, to the exercise of the taxing and police powers of the State, and to the power of eminent domain. The same problem, in its bearing upon telegraph lines, is ably discussed by the Hon. Wm. M. Springer. Mr. John Fiske has an article on The Historic Genesis of Protestantism, and Mr. Anthony Trollope, an essay on the Poet Longfellow.

MISS LUCRETIA P. HALE will tell in the April "St. Nicholas" how the Peterkins gave up their contemplated trip to Egypt, and, instead, went on a journey to a sugar-camp. It is full of other good things, as usual, too.

A paper on Father Hyacinthe, by the Rt. Rev. Wm. Crowell Doane, Bishop of Albany, illustrated with a fine portrait, engraved by Cole, is announced to appear in the April "Scribner." This will be the third paper on Evangelical Movements in Europe.

ST. NICHOLAS for April, Scribner & Co., New York, opens with a picture of an old fashioned sampler, made by a little girl in 1740. The May number will have the beginning of a new six months serial story by W. O. Stoddard, author of "Dab Kinzer."

The April "Wide Awake" opens with an exquisite sunny, spring-day frontispiece, "A Joyous Little Maid," her apron full of Spring flowers. Read the serial of "Polly Cologne" to the little ones, and make them happy, and "Warlock of Glen Warlock," one of George MacDonald's lovely stories, to the older ones. D. Lothrop & Co., Boston.

"Our Little Ones," published by Russell & Co. of Boston, and edited by "Oliver Optic." The April number is more exquisite in its illustrations than ever—the pose of the figures in "What I do Every Week," are most graceful. How delighted the little ones are with it.

"The Nursery," published by the Nursery Publishing Co., Boston. This magazine aims to give in every number something adapted to the capacities of children from babyhood up to the age of twelve years. As to the pictures, they commend themselves to children of all ages, as well as grown people.

WIDE AWAKE for March is more than usually pictorial, no less than five full-page drawings being given in addition to the ballad "The Beggar King," which has six full-page pictures. There is also the grand fourth serial, which comes in supplement, "Warlock of Glenwarlock," by George MacDonald. D. Lothrop & Co., publishers, Boston.

[Cleveland Plain Dealer].

Mr. Theodore Hively, tobacco and cigar dealer, 109 Seneca street, was recently laid up with rheumatism so that he couldn't walk. After liberal use of various preparations he purchased a bottle of St. Jacobs Oil, and, to use his own expression, "It was the first thing to afford him anything like relief." He has completely recovered by its use.

Are You Going West?

All persons contemplating visiting or removal to Colorado, Wyoming, the Black Hills, Utah, Idaho, Montana, Nevada, Oregon, Washington or California, should correspond with Jas. F. Aglar, General Agent Union Pacific Railway, St. Louis, before purchasing tickets via any other line. Information of value relative to routes, rates, inducement to settlers, etc., together with carefully prepared and reliable publications descriptive of the States and Territories named, will be mailed free upon application.

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The Cairo Short Line.

Elegant day coaches, Pullman sleepers through direct from St. Louis across the States of Illinois, Kentucky, Tennessee, Mississippi and Louisiana, arriving at New Orleans and other intermediate points in advance of any other line, and without change of cars, wins for this route a constantly increasing patronage.

At Cairo close connection is made with the "Great Jackson Route," a line with steel rails and a good road-bed well ballasted, so that we scarcely ever hear of either a delay or an accident. The Cairo Short Line and THE ILLINOIS CENTRAL RAILROAD give all passengers a chance to take in St. Louis on a trip going North or South without change of cars.

Teachers and other professional people, as well as a great host who travel for pleasure will, we are sure, appreciate the liberality of THE CHICAGO, ST. LOUIS & NEW ORLEANS R. R. towards those who dwell in the South in the summer, in putting on sale at their office in New Orleans as well as at offices of connecting lines, round trip tickets from New Orleans to Chicago for the extremely

LOW RATE OF \$30 FOR THE ROUND TRIP.

Please to take notice that these tickets are on sale going North from May 1st until October 1st, good to return until November 1st; and on sale going South from November 1st until May 1st, good to return until June 1st.

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It will pay any of our readers to write for maps and circulars and corrected time tables and charges for sleeping cars, to either of the following gentlemen: A. H. Hanson, Gen'l Passenger Agent, Chicago, Ill.; J. W. Rudy, Sioux City, Iowa; J. W. Coleman, General Passenger Agent C., St. Louis & New Orleans Railway, New Orleans; H. S. DePew, Gen'l Freight and Passenger Agent Cairo Short Line, St. Louis.

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We will be pleased to correspond with parties wanting scholarships in any Commercial College in St. Louis. Circulars and valuable information free. Address this office.

If you wish to attend one of the largest and most thoroughly practical and best controlled institutions, go to Johnson's Commercial College, 210 and 212 North Third Street. We take pleasure in recommending this popular and largely attended college.

[Globe-Democrat.

ILLINOIS OFFICIAL.

STATE CERTIFICATES.

DEPARTMENT OF PUBLIC INSTRUCTION,
SPRINGFIELD, ILL., March 20, 1881.

State certificates are granted to teachers of approved character, scholarship and successful experience, by virtue of authority conferred by the 50th section of the school law. The clause of said section which confers said authority is as follows:

LAW CONCERNING STATE CERTIFICATES.

"The State Superintendent of Public Instruction is hereby authorized to grant State certificates to such teachers as may be found worthy to receive them, which shall be of perpetual validity in every county and school district in the State. But State certificates shall only be granted upon public examination, of which due notice shall be given, in such branches and upon such terms, and by such examiners as the State Superintendent and the Principals of the Normal Universities may prescribe. Such certificates may be revoked by the State Superintendent upon proof of immoral or unprofessional conduct."

After a careful consideration of what is believed to be the true intent and spirit of the law, and consultation with the presidents of the State Normal Universities, it has been decided that applicants for State certificates should be required to comply with the following

TERMS AND CONDITIONS.

1. To furnish to the State Superintendent, prior to examination, satisfactory evidence of good moral character.
 2. To furnish to the State Superintendent satisfactory evidence of having taught with decided success not less than three years, at least one of which shall have been in this State. The year in this State shall have been at a time not more than five years previous to time of examination.
 3. To pass a very thorough examination in Orthography, Reading, Mental and Written Arithmetic, English Grammar, Modern Geography, History of the United States, Algebra, the Elements of Plane and Solid (not including spherical) Geometry, and the Theory and Art of Education.
 4. To pass a satisfactory examination in Natural Philosophy, Physical Geography, Anatomy and Physiology, Botany, Zoology, Astronomy and Chemistry, as these are deemed essential to the highest success in some of the improved methods of primary instruction, and as most of these branches are now required for county certificates. But the examination in these branches will embrace the rudimentary principles only.
 5. To pass a satisfactory examination in the school law of Illinois, especially in those portions thereof which relate to the legal rights and duties of teachers.
 6. To write a brief essay upon some familiar topic announced at the time.
- N. B. At the examination in 1882 applicants will be examined also in the Principles of Civil Government.

CREDENTIALS.

In respect to moral character, the only object is to be sure that the applicant is, in this respect, worthy. No set form of evidence is required, so that the fact of good character appears. If an applicant is personally known to the State Superintendent, or the President of either Normal University, as of good character, it will be sufficient to state that fact; no other testimony will be necessary. If not, written testimonials from one or more responsible persons acquainted with the applicant, will be required.

In respect to the length of time that an applicant has taught, his own declaration, giving the time, place and kind of school, will be sufficient.

Touching the question of success in teaching, written testimonials from employers or other responsible and competent persons acquainted with the facts, will be required. The evidence upon this point is vital, and must be clear and explicit.

By "three years" teaching is meant three ordinary school years of not less than seven months each.

CONDITION PRECEDENT.

Satisfactory evidence relative to character, length of time taught, and success, must be furnished before a candidate can be admitted to the examination; it is a condition precedent, and should be transmitted to the State Superintendent by each candidate, along with his application for examination, so that if defective due notice may be given, and that there may be no disappointment or loss of time in the inspection of credentials when the day of examination arrives. Any one whose credentials are unsatisfactory will be promptly informed of the fact, and wherein, that the deficiency may be supplied if practicable, and if not, he will be declared ineligible, and saved the expense of attendance. Attention to these preliminaries is important; that there may be time for this, the application and credentials should be sent in by August 1. There is no time to inspect testimonials during the examination and none can be examined without them. Persons who have attended an examination for State certificates at some previous time and propose attending this year again, must furnish testimonials of character and teaching covering the time since they were last examined.

Papers forwarded as testimonials must in all cases be originals. If any teacher wishes the originals returned, copies thereof, for filing in this office, must be sent with the originals. When copies are so sent the originals will be returned, but not otherwise.

BOARD OF EXAMINERS.

For each place where an examination is held one conductor will be appointed, who will have charge of the class and will make the oral examinations.

There will also be appointed a board of three or more, who will meet at some central point and receive from the different conductors the written work of all the candidates and pass upon it after careful examination.

None but practical teachers of high character and distinguished professional ability, will be appointed upon the board of examiners. So far as possible the holders of State certificates will be chosen for members of that board.

MODE OF EXAMINATION.

Both the oral and written methods will be employed. The questions to be answered under each topic embraced in the examination, will be printed on slips of paper and consecutively numbered. Each applicant will be furnished with one of these slips, and with pen and paper. A definite time will be allowed to each topic. Each answer must bear the number of the corresponding question. In questions requiring demonstration or analysis, the entire work should be given, and not merely the result or answer, so that the several steps of the process may appear, and the board be the better enabled to judge of the teacher's habits of thought and reasoning.

In addition to written answers to the printed questions, candidates will also be examined orally in reading and mental arithmetic.

When an examination, both written and oral, is made in any branch, the applicant's standing in that branch will be the result of both examinations: but the written ex-

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amination will have double the weight of the oral in determining the standing.

PREPARATION.

It will not make the smallest difference what text books teachers have studied in any particular branch or science, so that they have the requisite knowledge thereof.

MODE OF AWARD.

The greatest care will be taken to make the examination and final judgment strictly impartial. To this end all candidates will be known during the examination by numbers, and not by their real names.

In examining the papers the board will note the grade of merit of each one opposite the number found thereon; and in like manner, after the papers have been examined and the result summed up, said result will be placed after the proper number. Each set of papers will be disposed of in the same way.

After all the papers have been marked definitely and finally the marks of the oral examination will be combined with the marks of the written work.

Diplomas will be awarded only to those candidates who are unanimously recommended for them by the board of examiners.

In determining the merits of the papers the examiners will be guided by the following principles:

The work of the candidates will be marked on a scale of 100; and 70 is fixed as the average to be required for the whole examination. The branches have been arranged in groups, and the minimum for those in each group fixed, as indicated below.

If a candidate gains the required average and does not in any branch fall below the minimum fixed for it, he will receive the certificate. If a candidate reaches the required average for the examination, but falls below the minimum in one or more branches, he will be admitted to another examination in those branches, and will be awarded a certificate when he has passed in each with a mark as high as the average for the examination. Other candidates who fall will not receive any credit for work done.

GROUP I.—Minimum, 70. 1. Orthography. 2. Reading. 3. Arithmetic. 4. Grammar. 5. Geography. 6. Theory and Art of Teaching.

GROUP II.—Minimum, 60. 1. United States History. 2. Algebra. 3. Essay. 4. Geometry. 5. Physical Geography. 6. School Law.

GROUP III.—Minimum, 50. 1. Botany. 2. Chemistry. 3. Physiology. 4. Zoology. 5. Astronomy. 6. Nat. Philosophy.

TIME AND PLACE.

Examinations will be held this year August 23, 24, 25 and 26, at the following places: Chicago, Dixon, Galesburg, Normal, Springfield and Centralia.

INSPECTION OF PAPERS—ANNOUNCEMENT OF RESULTS.

No announcement of results can be made for some time after the close of the examination. The careful reading and inspection of several hundred pages of manuscript, with scrutiny of work and methods of analysis, etc., so as to do impartial justice to all, require several days' time. The examination papers will be placed in the hands of the board of examiners, who will take them under advisement and report thereon as soon as practicable; and as soon

as their report is received by the State Superintendent, diplomas will be forwarded by mail to those declared by the board to be entitled to them. Applicants whose papers are not deemed satisfactory by the board, will be apprised of the fact by letter.

GENERAL REMARKS.

Punctual attendance upon all four of the days will be very important.

The rules governing the examination will be stated at the beginning of the examination, and certain general directions given, which there will not be time afterwards to repeat. Moreover, there will be full work for the class for the whole time, and a teacher arriving after a portion of the topics have been written upon, cannot make up for lost time without protracting the examination, which it will not be practicable to do.

A State certificate entitles the holder to teach in any county and school district of the State, without further examination, and is valid for life, or so long as the personal and professional reputation of the holder remains untarnished. It is, therefore, not only the highest known to our system of public education, and an honor to those receiving it, but it has also an important business value to all professional teachers. It is the object of the law under which these examinations are held, specially to recognize and honor those experienced and successful teachers who have given character and dignity to the profession in this State, and to furnish to young teachers a proper incentive to honorable exertion.

JAMES P. SLADE,

Superintendent of Public Instruction.

The St. Louis Magazine.

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J. P. WATSON, Pastor Christian Church, Troy, O.

TROY, O., Jan. 2, 1878.

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HON. JAS. P. SLADE, of Illinois, says that the

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are largely responsible for the poor teaching done in many country schools. They are frequently too ready to employ the cheapest teacher that offers his services, paying less regard to his qualifications than to his price. The successful effort made to save \$5 a month in teachers' wages has made many a school worthless for a term and demoralized it for three or four terms. I am not pleading that teachers shall be paid exorbitant wages, only for this, that directors shall recognize in their management of school affairs, as they do in their own business, that skill and special training and experience are things of value, and that ignorance and incompetency and inexperience are dear at any price. I am satisfied that a very small amount judiciously added to the amount now paid to teachers would be repaid tenfold and more in the increased efficiency of our schools. A still greater gain will be made if, in districts where fair wages are paid, as well as in others, directors will, in the appointment of teachers, look after the interests of relatives less and the interests of the schools more. Drop favoritism and seek for merit.

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EDW. HUMMELL, JOHN GILWEE,
Of the Committee on Course of Study

At a Special Meeting of the Board of Ed-
ucation of the City of St. Louis, held Tuesday,
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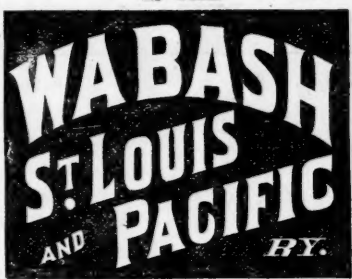
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